

Quincy Public Schools
North Quincy High School
School Improvement Plan
2009 - 2010



School - North Quincy High School

Principal – Earl F. Metzler, II

Assistant Principal – Robert J. Shaw

Date Submitted – October 16, 2009

Essential Elements SIP Table of Contents

- I. Mission Statement
- II. Principal's Message
- III. Improvement Plan
 - Assessment
 - Goal Statements (2009-10)
 - Related Professional Development
 - Department Goals (2009-10)
- IV. School Council Members
- V. Appendix
 - Class Size
 - Support Services
 - Budget
 - Facilities
 - Improvements
 - Areas of Need
 - Safety and Security Plan
- VI. Submission Page

I. Mission Statement

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

Our success will be measured by our students who exemplify a lifelong love of learning.

II. PRINCIPAL'S MESSAGE

Dear Members of the Quincy School Committee:

The School Improvement Plan for North Quincy High School was developed by the School Reform Council. The council met to incorporate district goals, school goals, and other building concerns into a clear and concise document. This document is essential in order to formulate an action plan to address any needs that exist at North. The following goals were identified as most important to the culture of our school: one hundred percent of students who meet local requirements will pass the MCAS and graduate; reduce the number on non-proficient scores (less than 240) on MCAS on the first attempt (regular grade ten administration) to 10% on ELA and to 15% on math; increase the number of Students with Disabilities in proficient and advanced categories (scores greater than 240) of the MCAS on their first attempt (regular grade ten administration) by 10% in each of ELA, math, and science categories. In addition, other concerns such as budget, technology, student handbook, and building maintenance were included in the plan.

During the 2009-2010 school year we will continue working on our interdisciplinary work connecting departments and projects that increase student opportunities to demonstrate excellence. Departments will be required to identify two goals. One goal will be specific to their department and one goal will be a school-wide goal mutually agreed upon by the Cabinet members. Included in this document is the evidence we collected from our 2008-2009 cabinet goals. One of our cabinet goals will be the formation of an Academic Integrity Committee and interdepartmental lesson plans for educating students on academic misconducts including plagiarism.

On behalf of the North Quincy community I wanted to take this opportunity to thank you for your continued support.

Respectfully,

Earl F. Metzler, Principal

III. Improvement Plan

A. Assessment

1. Reflection on the 2008-2009 school year

North Quincy High School continued its tradition of achievement and excellence in this school year. The year in athletics was highlighted by remarkable achievements in all three seasons.

Students demonstrated their excellence by competing in local, national, and international science fairs, gaining admission to the National Honor Society, qualifying for the National Merit Scholar program, and sustaining a vibrant community of over forty clubs and school organizations.

North Quincy presented a successful musical production and two drama productions, in addition to several choir, band and dance productions. The art gallery continued to thrive. The ROTC drill team maintained its history of achievement and the Academic Decathlon team demonstrated its prowess in several competitions.

2. Reflection on goals from the 2008-2009 School Improvement Plan

Goal #1 – 100 % of students who meet local requirements will pass MCAS and graduate.

Continuing with the school's past record of achievement, 100 % of students who met local graduation requirements also met all MCAS requirements.

Goal #2 – Reduce the number of students in the Warning/Needs Improvement category of ELA and Math MCAS by 6 % by June 2009.

In the most recent regular administration of the English/Language Arts MCAS, 12 % of students scored in the Needs Improvement range, down from 20 % the year before (and 28 % the year before that). This two-year improvement of 16 % and one-year improvement of 8 % reflects great success in instruction and preparation in our English department.

In the most recent regular administration of the Math MCAS, 16 % of students scored in the Needs Improvement range, down from 18 % the year before (and 22 % the year before that). The Math rate did not decrease by more than 6 % from one year to the next, but the numbers are moving in the right direction. The two year decrease of 6 % reflects continuing success and improvement.

Goal #3 – Increase student enrollment in Honors and Advanced classes by 5% by September 2008.

Enrollment was increased in Honors classes by 15.5 % and in Advanced classes by 18 %.

B. Goal Statements

1. *100 % of students who meet local requirements will pass MCAS and graduate.*

Action steps/monitoring criteria

Step	Strategies/activities	Timeline	Team
1	Identify incoming 9th graders who are in the NI categories and refer them to English, math, and science teachers	September 2009	Assessment team English, math, and science department heads
2	Monitor progress of 9th graders from step 1 in English, math, and/or science classes <ul style="list-style-type: none"> - classroom teachers will report student progress to department heads at the midpoint and end of each quarter - department heads will keep records of progress - department heads will arrange tutoring and/or extra help sessions as necessary 	September 2009 to June 2010	Department heads Classroom teachers Guidance counselors
3	Identify students who have not scored 240 on ELA MCAS; create an ELA EPP; monitor progress <ul style="list-style-type: none"> - English department head will evaluate spring MCAS performance and prepare ISSP and EPP lists - English department head will schedule students on ISSP for November retest and arrange 	September 2009 to June 2010	English department head English teachers Guidance counselors

	<p>tutoring</p> <ul style="list-style-type: none"> - guidance counselors will prepare ISSP's and EPP's and ensure proper placement in grade 11 English course - department head will review ISSP's and EPP's with classroom teachers - classroom teachers will report student progress to department heads at the midpoint and end of each quarter - department head will use walkthroughs to ensure compliance with ISSP or EPP - guidance counselors and department head will evaluate student progress at the end of the year and check for compliance with ISSP or EPP 		
<p>4</p>	<p>Identify students who have not scored 240 on Math MCAS; create a Math EPP; monitor progress</p> <ul style="list-style-type: none"> - math department head will evaluate spring MCAS performance and prepare ISSP and EPP lists - math department head will schedule students on ISSP for November retest and arrange tutoring - guidance counselors will prepare ISSP's and EPP's and ensure proper placement in a math course 	<p>September 2009 to June 2010</p>	<p>Math department head Math teachers Guidance counselors</p>

	<ul style="list-style-type: none"> - department head will review ISSP's and EPP's with classroom teachers - classroom teachers will report student progress to department heads at the midpoint and end of each quarter - department head will use walkthroughs to ensure compliance with ISSP or EPP - guidance counselors and department head will evaluate student progress at the end of the year and check for compliance with ISSP or EPP 		
5	<p>Identify students who have not scored 220 on Science MCAS; monitor progress</p> <ul style="list-style-type: none"> - science department head will evaluate spring MCAS performance and prepare ISSP lists - science department head will schedule students on ISSP for February MCAS and arrange tutoring - department head will review ISSP's with classroom teachers - classroom teachers will report student progress to department heads at the midpoint and end of each quarter - department head will use walkthroughs to ensure compliance with ISSP <p>guidance counselors and department head will</p>	September 2009 to June 2010	Science department head Science teachers Guidance counselors

	<p>evaluate student progress at the end of the year and check for compliance with ISSP</p>		
--	--	--	--

2. *Reduce the number of non-proficient scores (less than 240) on MCAS on the first attempt (regular grade ten administration) to 10 % on ELA and to 15 % on math.*

Action steps/monitoring criteria

Step	Strategies/activities	Timeline	Team
1	<p>Analyze incoming 9th grade MCAS scores to identify students in the Failing and Needs Improvement categories</p> <ul style="list-style-type: none"> - department heads and assessment team use TestWiz to compile data from grade 7 and 8 testing - ELA and math teachers use data to familiarize themselves with the progress and weaknesses of their own students - ELA and math teachers inform instruction and revise assessment techniques as necessary to reflect needs of students - data and classroom progress of students is saved by department heads and reviewed in the next school year by the next classroom teacher 	September 2009 to June 2010	Assessment team English and math department heads

2	<p>Use student reports and test item analysis from last grade ten MCAS to <i>identify</i> strands that need improvement</p> <ul style="list-style-type: none"> - department heads and assessment team use TestWiz to compile data from spring testing - department heads and assessment team prepare visual representations (charts, graphs, etc) - department heads share data with departments - ELA and math teachers use data to inform instruction and/or dictate curriculum adjustments as necessary 	September 2009 to March 2010	Assessment team Department heads Classroom teachers
3	<p>Create materials and tutorials to be used in the classroom</p> <ul style="list-style-type: none"> - ELA and math teachers work in teams in the departments to create materials usable in any grade nine or ten class - teachers report back in department meetings on usefulness in the classroom and revise as necessary 	September 2009 to June 2010	Department heads Classroom teachers
4	<p>Use test item analysis from last grade ten MCAS to <i>identify</i> and <i>analyze</i> the questions and strands most frequently missed by students in the Failing and Needs Improvement categories</p> <ul style="list-style-type: none"> - department heads and assessment team use TestWiz to compile data from spring testing 	September 2009 to March 2010	Assessment team Department heads Classroom teachers

	<ul style="list-style-type: none"> - department heads and assessment team prepare visual representations (charts, graphs, etc) - department heads share data with departments - ELA and math teachers use data to inform instruction and/or dictate curriculum adjustments as necessary 		
5	<p>Develop lessons and materials to reinforce open-response skills</p> <ul style="list-style-type: none"> - English and math teachers meet to develop materials for use in any ninth or tenth grade class - teachers report back in department meetings on usefulness in the classroom and revise as necessary 	September 2009 to March 2010	Department heads Classroom teachers

3. *Increase the number of Students with Disabilities in proficient and advanced categories (score greater than 240) of the MCAS on the first attempt (regular grade ten administration) by 10 % in each of ELA, math, and science categories.*

Action steps/monitoring criteria

Step	Strategies/activities	Timeline	Team
1	<p>Analyze MCAS scores of incoming 9th grade students with disabilities to identify students in the Failing and Needs Improvement categories</p> <ul style="list-style-type: none"> - department heads and assessment team use TestWiz to compile data 	September 2009 to June 2010	Assessment team Department heads

	<p>from grade 7 and 8 testing</p> <ul style="list-style-type: none"> - ELA and math teachers use data to familiarize themselves with the progress and weaknesses of their own students - ELA and math teachers inform instruction and revise assessment techniques as necessary to reflect needs of students - data and classroom progress of students is saved by department heads and reviewed in the next school year by the next classroom teacher - Special Education teachers who teach English and math content courses, including Inclusion courses, will participate in English and math department activities involving this goal 		
2	<p>Use test item analysis from last grade ten MCAS to <i>identify</i> and <i>analyze</i> the questions and strands most frequently missed by students with disabilities in the Failing and Needs Improvement categories</p> <ul style="list-style-type: none"> - department heads and assessment team use TestWiz to compile data from spring testing - department heads and assessment team prepare 	September 2009 to March 2010	Assessment team Department heads Classroom teachers

	<p>visual representations (charts, graphs, etc)</p> <ul style="list-style-type: none"> - department heads share data with departments - ELA and math teachers use data to inform instruction and/or dictate curriculum adjustments as necessary - Special Education teachers who teach English and math content courses, including Inclusion courses, will participate in English and math department activities involving this goal 		
3	<p>Create materials and tutorials to be used in the classroom</p> <ul style="list-style-type: none"> - ELA, math, and special education teachers work in teams in the departments to create materials usable in any grade nine or ten class - teachers report back in department meetings on usefulness in the classroom and revise as necessary - teachers adapt materials as necessary to conform with students' IEP's 	<p>September 2009 to June 2010</p>	<p>Department heads Classroom teachers</p>
4	<p>Develop lessons and materials that are adapted for students with disabilities to reinforce open-response skills</p> <ul style="list-style-type: none"> - English, math, and special education teachers meet to develop materials for use in any 	<p>September 2009 to June 2010</p>	<p>Department heads Classroom teachers Special education teachers</p>

	<p>ninth or tenth grade class, including Inclusion sections</p> <ul style="list-style-type: none"> - teachers report back in department meetings on usefulness in the classroom and revise as necessary - teachers adapt materials as necessary to conform with students' IEP's 		
--	---	--	--

4. *Develop departmental and interdepartmental lesson plans for educating students about academic misconducts, including plagiarism.*

Action steps/monitoring criteria

Step	Strategies/activities	Timeline	Team
1	Create an academic conduct committee to manage and oversee implementation of this goal	September 2009	Principal's cabinet
2	Within departments, develop lesson plans and units that highlight examples of academic misconduct	October 2009	Department heads Classroom teachers
3	Bring departments together to develop interdepartmental lessons that demonstrate proper academic conduct	November 2009 to January 2010	Department heads Classroom teachers

C. Related Professional Development

1. Staff Development Tuesdays

Date	Topic	Time	Facilitator	Goals
9/8/09	Departmental meetings	2 hours	Dept. heads	Departmental goals
10/13/09	MCAS – Assessment Team meetings; English, math, science, special education departments data analysis Academic conduct – Social Studies, Career Tech, Foreign Language, non-headed departments developing lessons	1:00-3:00	Principal’s cabinet, Department heads, Assessment team	1, 2, 3 4
11/10/09	MCAS – Assessment Team meetings; English, math, science, special education departments data analysis Academic conduct – Social Studies, Career Tech, Foreign Language, non-headed departments developing lessons in interdepartmental meetings	1:00-3:00	Principal’s cabinet, Department heads, Assessment team	1, 2, 3 4
1/12/10	MCAS – Assessment Team meetings; English, math, science, special education departments	1:00-3:00	Principal’s cabinet, Department heads, Assessment	1, 2, 3

	<p>data analysis</p> <p>Academic conduct – Social Studies, Career Tech, Foreign Language, non-headed departments developing lessons in interdepartmental meetings</p>		team	4
3/9/10	MCAS – Assessment Team presents data to full staff	1:00- 3:00	Assessment Team	1, 2, 3
4/13/10	<p>Academic conduct – All departments meeting alone or with other departments to develop lessons</p> <p>MCAS – English, math, science departments review goals and progress; begin planning goals for 2010-11</p>	1:00- 3:00	<p>Department Heads</p> <p>Assessment Team Department Heads</p>	<p>4</p> <p>1, 2, 3</p>

2. Contractual Hours

Date	Topic	Time	Facilitator	Goals
11/5/09	Content area	2:30-4:30	Dept. heads	Departmental goals
1/7/10	Content area	2:30-4:30	Dept. heads	Departmental goals
2/4/10	Content area	2:30-4:30	Dept. heads	Departmental goals
3/4/10	Content area	2:30-4:30	Dept. heads	Departmental goals
5/6/10	Content area	2:30-4:30	Dept. heads	Departmental goals

Compensatory time

12/8/09, 2/9/10, 5/11/10

Departmental Goals

Career/Technology Education

1. The Career and Technology Department will work with an academic area to meet the NQHS goal of helping students pass MCAS and reducing the retention rate through various activities and/or projects.
2. Collaborate with Junior Achievement on programs we can implement in several course curriculums regarding ethics to educate students on various academic misconducts, including plagiarism.
3. Continue to expand and improve our interaction with outside businesses and institutions through the Credit for Life Fair and various other methods.

Mathematics

1. To develop a four year sequence for low level and advanced mathematics
 - Teachers of Algebra 1 Part A, Inclusion Geometry Standard, Algebra 1 Part B, and Algebra 2 Standard (EPP) will work together to develop a four year plan for students to achieve proficiency in mathematics.
 - Teachers of Algebra 1 Advanced, Geometry Advanced, Algebra 2 Advanced, Pre-Calculus Advanced, A P Statistics and A P Calculus will work together to develop a four year plan to insure these students reach their true potential in preparation for college.
 - Standard and Honors level teachers will work together to develop a four year plan to insure that all Massachusetts State Standards are covered and that each course is equitable across the department.
2. To update all of our Mathematical Curriculum Guides and continue to work on MCAS Focus
 - Teachers will update all of the current curriculum guides to reflect changes in the Mathematics Department and be ready for NEASC.
 - The MCAS Focus team will dissect the results of the 2009 spring MCAS and develop instruction and lesson plans to cover any weakness in students knowledge.
3. Teachers will work as a team to develop “Lesson Plans” for the “Ethical Growth of Students”
 - The team will ensure students have clear-cut definitions of student misconduct such as cheating, plagiarism, facilitating academic dishonesty, and interference.
 - The team will ensure that students and teachers know the process for dealing with student misconduct.

Social Studies

1. The department will establish expectations for academic integrity. Students will adhere to ethical standards. The department will inform the students on the ramifications of cheating and plagiarism. A climate of honesty, respect, responsibility and trust will be maintained.
2. A technology learning center will be created. Classes will schedule computer lab use throughout the day. Teachers will utilize technology in the instructional process.
3. All staff will implement lesson plans formed through collaboration of grade level teachers. This will ensure a better educational program.

Special Education

1. Use interdisciplinary meetings with English, math, and science departments and teaching in the Inclusion classes to increase number of MCAS scores in the proficient and advanced categories by 10 % in ELA, math, and science.
2. Expand vocational opportunities for older Learning Center students by creating more job sites and increasing the number of vocational classes.
3. Implement new web based IEP program (Easy IEP) to replace current ESped program.

English

1. Reduce the number of non-proficient ELA MCAS scores to 10 % (combined failing and needs improvement) by providing targeted instruction to ninth and tenth grade students who scored non-proficient in grades seven and eight and adjusting classroom assessments to reflect question types and state standards students have the most difficulty with.
2. Increase the number of Students with Disabilities in proficient and advanced categories (score greater than 240) on ELA MCAS by 10 % by providing targeted instruction to ninth and tenth grade students in Inclusion or Special Education English classes and adjusting classroom assessments to reflect question types and state standards students with disabilities have the most difficulty with.
3. Develop departmental and interdepartmental lesson plans for educating students about academic misconducts, including plagiarism.

Foreign Language

1. Develop departmental and interdepartmental lesson plans for educating students about academic misconducts, including plagiarism.
2. Increase use of technology in foreign language instruction by using new equipment such as LCD projectors and upgraded computers.

Science

1. Develop departmental and interdepartmental lesson plans for educating students about academic misconducts, including plagiarism.
2. Increase the number of Students with Disabilities in proficient and advanced categories (score greater than 240) on science MCAS by 10 % by adjusting classroom assessments to reflect question types and state standards students with disabilities have the most difficulty with.
3. Reduce number of students in the failing category on the science MCAS to 5 %.

Guidance

1. The guidance department will present to the Class of 2012 a character education classroom lesson to include the following topics: cheating, plagiarism, bullying, and dating violence.
2. The guidance department will train on the use of EZ Analyze Time Tracking software to track time spent with students in individual meetings, group meetings, classroom presentations, parent meetings and conferences.

School Site Assessment Team

Robert Shaw, Coordinator
Judith Holliday, Facilitator
Jennifer Rossi
Elizabeth McKinnon
Kipp Caldwell
Lynne Byron
Kelly Stukenborg
Michael Connor

This year's site assessment team worked toward the meeting of two goals:

100 % of students who meet local requirements will pass MCAS and graduate.

Continuing with the school's past record of achievement, 100 % of students who met local graduation requirements also met all MCAS requirements. The class of 2009 had a 3 % failing rate on the ELA MCAS and a 7 % failing rate on the math MCAS in the regular MCAS administration in the spring of 2007. After remediation and tutorial programs in the eleventh and twelfth grades (2007 to 2009), these failure rates were 0 % in both disciplines for seniors who had met all local requirements.

Reduce the number of students in the Warning/Needs Improvement category of ELA and Math MCAS by 6 % by June 2009.

In the most recent regular administration of the English/Language Arts MCAS, 12 % of students scored in the Needs Improvement range, down from 20 % the year before.

In the most recent regular administration of the Math MCAS, 16 % of students scored in the Needs Improvement range, down from 18 % the year before.

North Quincy High School was successful in reducing the Needs Improvement percentage in English/Language Arts by over 6 %, but was unable to do so in Math. However, the reduction by 2 % in Math is moving in the right direction.

The class of 2010 will be the first graduating class whose members must score at least 240 on the ELA and math tests or demonstrate proficiency via an Educational Proficiency Plan (EPP). Each year the number of students scoring less than 240 has gone down, minimizing the number of students needing an EPP in the coming year.

In the regular grade ten MCAS administration in the spring of 2009, 78 % of students scored 240 or better in ELA and 78 % scored 240 or better in math.

IV. School Council Members

The Education Reform Act of 1993 established school councils to give a voice to parents in the operation of local schools. Parent involvement has been recognized as an important component in school reform and improvement.

- School:** North Quincy High School
- Chair/Principal:** Earl F. Metzler, II
- Co-Chair:** Barbara Isola (617-479-6285)
34 Randlett Street
Wollaston, MA 02170
- Teachers:** Kelly Stukenborg
28 Broad Street, P1
Weymouth, MA 02188
- Parents:** Tracey Christello (617-328-9697)
172 Vassall St.
Wollaston, MA 02170
- Patti Leahy (617-479-2697)
41 Campbell St.
Quincy, MA 02169
- Gail Berry (617-479-5819)
33 Cliff St.
Quincy, MA 02169
- Staff:** Robert J. Shaw
North Quincy High School
- Assessment Team:** Judy Holliday
Kipp Caldwell
Lynn Byron
Elizabeth McKinnon
Jennifer Rossi
Kelly Stukenborg
Michael Connor

V. Appendix – Section A

High School Class Size

Under 20	20-25	26-30	Over 30
271	218	42	0

V. Appendix – Section B

Support Services

FTE

- 2.0 Nurse
- 9.2 Special Education Teachers
- 7.4 Guidance Counselor / 766 Chairperson
- 1 Media/Technology specialist
- 3.5 Physical Education Instructor/s/Health
- 1 Vocal Music Instructor/s
- .5 Instrumental Music Teacher
- 2 Art Instructor/s
- 1 School Psychologist/s

V. Appendix – Section C

Budget

	Amount available In FY 2009
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$45,930
<u>SCIENCE BUDGET</u>	\$6,889.50
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$35,213
<u>ACTIVITY STIPEND ACCOUNT</u>	\$22,000
 <u>SPECIAL FUNDING</u>	
Partnerships – State Street/BFDS	\$75,000
Mini Grants – Community Business Mini-Grants	\$2,450

V. Appendix – Section D

Facilities

1. Improvements

- Phones updated & upgraded
- Painted wall outside of Auditorium
- Repaired or replaced Atrium windows
- Repaired water damaged wood in Atrium
- Intercom replacement installed
- Outside lighting Improved
- Repaired half of brick walkway
- Sound system in Auditorium
- Electrical upgrade in School Store & Main Office
- Some lock repair
- Ceiling panels were partially completed

2. Areas of Need

- Removal of red “Raider” rug and replace with tile
- Replace doors leading to the Art room. Secure Area
- Replace damaged window shades throughout building
- Sandblast stains off Atrium walls
- Lighting in Auditorium
- New rug or rug removal
- Walls painted
- Shades replaced
- Heat problems
- Whiteboard installed
- Floor repaired
- Clock repaired
- Plumbing problems
- Floor tile repair
- Light repair
- Gas pipes repair
- Window repair

V. Appendix – Section E

School Safety and Security Plan

All incidents will be reported to the Coordinator of Safety and Security and the Superintendent.

Each year the Safety and Security Plan will be reviewed and explained to staff and students. All parties, including the parents will have the opportunity to change or update the plan through their representative bodies.

Table of Contents

1. School Security _____ Pages 29-31

(Doors, Video Cameras, Visitors, Attendance, Contact Cards, Classroom Call Buttons, Intercom, Personal Radio, Verizon Phones, Fire Alarm, Smoke Detectors, Fire Drills, Classroom Coverage, Lavatory Use, School Office, After Hours Policy, Bus Policy, Walkers)

2. Emergency Procedures _____ Pages 32-36

(Lockdown, Evacuation, Reverse Evacuation, Drugs/Alcohol Influence, Weapons/Hostage, Fights, Group Violence, Fire/Explosions, Physical Restraint, Hazardous Materials)

3. Contingency Plan _____ Page 37

4. Emergency Telephone Bomb Threat Procedures _____ Page 38

5. Emergency Letter/Package Bomb Procedures _____ Page 39

North Quincy High School Safety and Security Summary

In order to maintain a safe and secure school environment, North Quincy High School has the following procedures in place:

1. One security paraprofessional signs in/out visitors in the Main Lobby.
2. For the entire school day, including before school, the main center door is the only unlocked door in the school.
3. Students are not allowed to enter the building until 7:30 a.m., with the exception of the AFJROTC a.m. students who have I.D. cards.
4. Security personnel are on a rotating schedule throughout the day.
5. Surveillance cameras are in place in the main lobby, the Hunt Street Lobby, and the gym entrance. Tapes are effectively used in the investigation of problems.
6. Two-way radios are currently in use by the Principal, Assistant Principal, Deans, Security Personnel and the Nurse.
7. Teachers, Deans, and Security Personnel are on duty in the hallways and are constantly vigilant.
8. Staff and students were briefed at meetings at the opening of school to become part of the security information system, and have followed through on a daily basis.
9. Evacuation plans are posted in every classroom. Procedures are reviewed with staff each year.

SCHOOL SECURITY

1. **DOORS:** All doors are locked during the day with the exception of the front door which is manned by a security guard. Students are allowed into the building before normal school hours if they are participating in the school breakfast program. A security guard is at the front door and allows entrance. During the course of the school day all visitors must sign in.
2. **VIDEO CAMERAS** – Each school is equipped with a video camera directed at the front door of the school and an intercom. In general, the school secretary or office aide allows visitors to enter the school after answering the intercom and visually identifying the visitor. Visitors are asked to state their name and reason for the visit.
3. **VISITORS AND ANCILLARY PERSONNEL:** A sign is posted on the window near the front door instructing all visitors to report to the office. Periodically throughout the school year parents are reminded by written notice of the importance of the office staff knowing who is in the school building at all times. We remind parents to sign in at the school office whether it is to bring a child in late, volunteer, drop off a forgotten lunch, and/or pick up a sick child. Volunteers/visitors are asked to wear a badge so that when students see an adult wearing this badge, they know the adult belongs in the school.

All school personnel are asked to inform the office of any unauthorized person in the building. Also, they have been instructed to question any person appearing at a classroom door for any purpose as to whether he or she reported to the school office.

Lunch attendants and other ancillary personnel enter the building through the front door where the procedures outlined above are followed.

During the school day, all deliveries to the school are dropped off at the front door and signed for by the office staff. Vendor addresses are checked for verification prior to opening. After school deliveries may be signed for by available staff, but not opened unless vendor address is verified.

Note: Students are instructed not to answer the door under any circumstances

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 7:50 a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

Parents are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parents are asked to give prior notification to the school regarding an early dismissal and are required to come into the school to sign out a student.

5. **CONTACT CARDS:** Contact cards for all children are maintained in the office. The information includes the names of parents, guardians and contacts. In cases where a parent is legally prohibited from taking a child as a result of a restraining order, special notation is placed on the contact card and a copy of the order is placed in the cumulative record. If the school receives a note from a parent with instructions that a different person from those on the contact card is going to pick up a child, a license or picture identification is required to verify the identity of that person.

6. **CLASSROOM CALL BUTTON:** Each classroom is equipped with a call button to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the intercom indicates which teacher needs assistance.

7. **INTERCOM:** The intercom is the usual means of sending a general message throughout the building and/or contacting a particular classroom teacher.

8. **PERSONAL RADIO:** The Walkie-Talkie and charges are kept in the custodian's office. The senior custodian checks it for service on a weekly basis.

9. **VERIZON PHONES:** Building principals have been equipped with Nextel phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director of Security in the case of emergencies.

10. **FIRE ALARM SYSTEM, SMOKE DETECTORS, FIRE DRILLS:** The fire alarm system and smoke detector system is regularly inspected and maintained. The fire safety officer from the QFD or the building principal conducts evacuation drills on a regular basis. The school's occupancy permit is current and fire extinguishers meet requirements.

11. **CLASSROOM COVERAGE:** If a teacher must leave his/her classroom, the general office aide is sent for coverage; however, under emergency situations, the teacher in the adjacent room will supervise both classes until coverage arrives.

12. **LAVATORY USE:** Students use the lavatory on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

13. **SCHOOL OFFICE:** No students are utilized to cover the school office. In the unlikely event that the secretary, general office aide or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.

14. **STAFF WORKING AFTER HOURS:** It has been requested that staff members utilize the staff room as a work area when no one else is working near his/her room. The staff room is in close proximity to the principal's office. Any staff member remaining after 4:30 p.m. is required to inform the principal or custodian of his/her presence.

15. **STUDENTS WALKING TO SCHOOL:** Students are crossed by Officer S. Burgio on East Squantum Street and directed to enter the front of building only. Crosswalks are clearly defined and enforced.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents are directed to a designated drop off area on East Squantum Street. The area is clearly defined and school security assist parents to help make the process effective and safe for our students.

EMERGENCY PROCEDURES

The following procedures will be instituted by a call over the public address system and will be referred to by "**Lockdown Drill**" and "**Evacuation Drill**". In the absence of a working public address system the office personnel will announce the required drill according to the following directives:

The Principal, Assistant Principal, Counselors and other assigned staff will be responsible for notifying specified floors and sections of the school.

Lockdown

Staff will report to their doorways and clear all hallways. If possible, all doors will be locked and people are to remain in the classroom. People will stay away from all windows and doors. If necessary, the staff will direct students to stay on the floor. Staff should take note of missing students or additional students. Staff should keep students calm and quiet. Wait for instructions from the administration. Staff members who are unassigned should report to the nearest classroom to assist.

Evacuation/Reverse Evacuation

Staff should take the class roster out with them. Staff should direct student's attention to their posted fire exits and then follow that route. Unattached students should be directed to follow with you and their attendance should be noted. Staff should take students to their assigned areas and stay with them. The vice-principal will compile information about missing and additional students. All unassigned staff should assist with an orderly departure and then will report to the Principal's office and wait for direction. No one should report back into the building unless directed to by the principal or the vice-principal.

Upon re-entering staff should make sure that the students are calm and orderly. When reporting to the classroom the attendance should be taken and any missing students should be reported to the office. Assigned staff will assist physically challenged students.

Evacuation Procedures

1. Do not: touch light switches, suspicious objects or lockers; use telephones or walkie talkies; or close windows or doors.
2. Visually scan room for suspicious objects if possible.
3. Take student roster, paper and pencil, and procedure chart.
4. Take the closest and safest way out as posted. Know alternate route.
5. Take any unattached students with your class and note their attendance.
6. Take students to designated areas; if in their possession, students take backpacks out with them.
7. Stay with students.
8. Take roll to determine if any students are missing.
9. A designated person will pick up any names of missing students.
10. All unassigned teachers should report to the Principal.

Physically challenged students will be assisted by assigned staff. Wait for further instructions. Keep students calm and orderly.

Reverse Evacuation Procedures

1. Move students/staff inside.
2. Report to classroom.
3. Take attendance, report any missing students.
4. Wait for further instructions.
5. **Physically challenged students will be assisted by assigned staff.**
6. Keep students calm and orderly.

Fire/Explosions

All fire escape routes are updated, posted, and reviewed annually according to the school floor plans. All fire and explosion incidents should immediately be reported to the office. If smoke or fire is present, pull fire alarm. The evacuation procedure should then be followed.

Evacuation Procedures

1. Students will leave the building by their designated exits.
2. Students will follow the student leader who will be carrying a Room Sign.
3. Students CANNOT go to their lockers.
4. The teacher will leave the room last and will close the door/s upon leaving.
5. Students and teachers will assemble at their designated meeting area.
6. The teacher MUST take attendance, and report in writing, the names of any unaccounted students, or ALL PRESENT. Every teacher must send an attendance slip to the office. Do not include the names of students that you know are absent.
7. If the alarm sounds while a student is out of his/her class, he should leave the building through the nearest exit and go to the designated attendance area. The designated attendance areas will be the flag-pole, for the front of the building, and the corner of Hunt and East Squantum Streets, for the back of the building.
8. If the alarm sounds while students are passim (between periods), students should leave the building through the nearest exit and meet their next period teacher at the designated meeting area unless it is on the other side of the building. In that case, they should go to the designated attendance area. Again, the designated attendance areas will be the flagpole, for the front of the building, and the corner of Hunt and East Squantum Streets, for the back of the building.

Drugs/Alcohol Influence

Look for symptoms, which may include: slurred speech, erratic behavior, sleepiness, odor of alcohol, glassy eyes etc.

Notify office immediately by intercom, note, or messenger and request immediate medical assistance. Continue to observe the student until help arrives. If possible, confiscate any visible contraband and give it to administrator. Teacher should keep the students calm, reassure them and refer any related information to the office.

Use physical restraint only to the extent needed to protect persons.

Weapons/Hostage

Report situation immediately to the office. A lock down procedure will be instituted. Move students to a safe area.

If taken hostage:

If possible, get word to the office. If possible, remove students from the area. Do not try to disarm the intruder. Keep calm and follow the intruder's instructions. Direct the students to be quiet and to sit away from intruder, windows, and exits. Be aware police may be able to hear what is taking place and may enter the room at any time. Follow the instructions of police.

Fights

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

Group Violence

Report gang identifiers (clothing, signs, colors, street names, pagers) to the main office. Report strangers to the office. Report all rumors of violence /threats to the main office. If a lockdown procedure is implemented, follow the steps outlined under this plan.

Physical Restraint

Notify the office and/or administration immediately. The administrator will determine if calling the police is necessary. The administrator will assemble the physical restraint team. The Coordinator of Safety and Security will be called. Assure the safety of all other students and staff. Move all the uninvolved students from the location if possible. Keep a safe distance between you and the involved student. Remain calm and speak in a low, calm voice. Use physical restraint only to the extent needed to protect yourself and other students.

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

For out of control adults: Explain appropriate behavior Request that the adult calm down Report the incident to the office Call 911 if the adult does not comply Never engage in physical contact unless it is to protect yourself or students.

Hazardous Materials

Report materials leak/odors to the main office. Be prepared to describe the type of material (odor, color, amount, etc.). Administrator will notify the Quincy Fire Department. Avoid contact Remove the students from the area. Stay upwind from the affected areas.

If evacuation is necessary, follow the evacuation procedure.

Contingency Plan

In the event that circumstances necessitate the closing of the building and parents can not be notified through the media, the following actions will take place:

The Superintendent will be immediately notified. The Superintendent's Office will contact the principals of the feeder schools to make them aware of the situation.

The Superintendent's Office will also arrange for transportation to transport students to and from the other schools if necessary.

All specialists and non-teaching personnel will be assigned accordingly.

Building specific contingency plan –

Students will be dismissed and administration will communicate with staff through the snow chain. Families will be notified via our instant alert system.

The Transportation department will be contacted regarding the transportation of special needs students.

EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

Directions for caller I.D. (**9*57**) and a checklist of directions are kept in a red folder in the top drawer of the secretary and office aide's desk. Procedures are reviewed periodically with office staff. All staff members are provided with a copy of the procedures.

1. Allow all incoming phone calls to ring at least twice.
2. Upon completion of the call. Hang up; pick up, dial (**9*57**) listen for instruction.
3. Check the caller I.D. unit
4. Inform the principal immediately

5. Stay calm and do not get excited or excite others.
6. Record the time of the call and the time of its conclusion.
7. Record the exact words of the caller.
8. If you can, ask the caller to repeat information to delay the conversation.

9. Ask the caller
 - "What time is the bomb set to explode?"
 - "Where is the bomb located?"
 - "What kind of bomb is it?"
 - "What does it look like?"
 - "Why do you want to kill or injure innocent people?"

10. See if you can determine:

	sex of the caller	accent
--	-------------------	--------

11. What can you determine about the caller's voice?

excited	slow	rapid	calm	loud
raspy	nasal	slurred	soft	lisp
laughter	crying	normal	stutter	whisper
familiar	deep breathing	deep voice	clearing throat	
disguised cracking voice				

12. Any Background Noise:

music	traffic	horns	static	motor
PA system	machines	voices	house noises	animals
long distance cellular	tape recorder			

13. Report the call to the principal immediately.
14. Call the police (911) and state " I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

LETTER/PACKAGE BOMBS

If a letter or package appears suspicious, isolate it and call 911.

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage	Protruding Wires or Tinfoil
Incorrect Titles	Visual Distractions
Titles but No Names	Foreign Mail
Misspelling of Common Words	Air Mail and Special Delivery
Oily Stains or Discoloration	Restrictive Markings such as Confidential, Personal, etc.
No Return Address	Hand Written or Poorly Typed Addresses
Excessive Weight	Excessive Securing Material such as Masking Tape, String, etc.
Rigid Envelope	
Lopsided or Uneven Envelopes	

VI. Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature